



Reach to Teach
FOUNDATION

ANNUAL REPORT

2023-24





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From the Chairperson's Desk

Ratna Viswanathan

Chair of the Board

At Reach to Teach Foundation, we believe that every child deserves the opportunity to learn joyfully, meaningfully, and with dignity. The year 2023–24 has been a powerful reminder of what becomes possible when governments, educators, and communities come together to reimagine public education.

This year, our work in Arunachal Pradesh and Meghalaya reflected both scale and depth. In Arunachal Pradesh, we saw how targeted academic interventions, embedded within Government systems, could not only re-engage students post-pandemic but also deliver tangible results—most notably a remarkable 10% and 12% improvement in Class 10 and 12 Board Examination pass percentages. These achievements underscore that systemic change is not only aspirational—it is achievable through strong and supportive partnerships.

In Meghalaya, the early steps of our partnership were rooted in listening and co-creating. Together with State institutions, we supported the shift towards NCERT-aligned curricula, developed outcome-based syllabi and assessments, and piloted robust diagnostics to guide teaching-learning strategies. These foundational efforts are paving the way for sustainable, long-term transformation in Learning Outcomes.

What makes me deeply proud is that our work consistently strengthens the competency based approach for children while enhancing teacher engagement and agency and strengthening institutions. Whether through a School Readiness Programme, Holistic Report Cards, or district-level training ecosystems, our approach has been to honour the expertise of teachers, parents and local stakeholders while introducing innovations rooted in local culture and context. It is this respectful and rigorous partnership model that enables us to build sustainable solutions through institutionalising them.

As we look ahead, the urgency to transform education continues to grow. Equity, inclusion, and quality must become non-negotiables in every classroom across India. Our mission is not simply to fix what is broken, but to rebuild with purpose, to create learning environments where every child can thrive.

We would like to acknowledge and thank our partners, State Governments, educators, funders, and communities for placing their trust in our capability and enabling building of valuable collaborations. There is a lot to be done but through proactive engagement, collaboration and consistency we hope to traverse the distance.



From the Executive Director's Desk



Manoranjan Nayak

Executive Director

The academic year 2023–24 marked a pivotal chapter in Reach to Teach Foundation's journey. Our partnership with the State Governments of Arunachal Pradesh and Meghalaya enabled us to deliver impactful, scalable solutions focused on academic strengthening, capacity development, and institutional support.

In Arunachal Pradesh, we deepened our commitment through key programmes designed to re-engage students, bridge learning gaps, and support holistic development. The continuation of the School Readiness Programme and the launch of the Learning Recovery Programme benefitted over 2.3 lakh students across 2,944 schools. Initiatives like Bagless Saturdays and designing Holistic Progress Cards are helping children grow not just academically, but socially and emotionally.

One of our proudest milestones was the significant improvement in Class 10 and 12 Board Examination results — a 10% and 12% increase, respectively — achieved through the co-creation and rollout of the “Exams and Beyond Toolkit” and comprehensive subject-wise teacher trainings. The success is a testament to the dedication of teachers, District Task Forces, and Education Department officials who owned all the collateral, frameworks and tools we created and worked tirelessly to transform outcomes across the State.

In Meghalaya, our engagement began with a landmark MoU aimed at ensuring grade-appropriate learning for all students from Classes 1 to 12. By supporting the State in adopting NCERT-aligned content, developing Learning Outcome-based syllabi and assessments, and piloting a State Level Assessment Survey, we laid the foundation for improved teaching-learning practices Statewide. The creation and dissemination of Teacher Handbooks and Holistic Progress Cards for early Grades further supported these efforts.

Our work this year reflects the power of strong partnerships, grounded research, and a shared vision for equitable education. From setting up teacher helplines and virtual forums to building capacity through extensive trainings, we have consistently strived to create enabling environments for both teachers and children.

As we move forward, we remain committed to designing contextual, child-centred solutions that build learning experiences using ‘play’ as a core element and hope our efforts go some way to strengthening the public education system from within. We are grateful to our Government partners, educators, and communities for their continued trust and collaboration.



Governing Board



Ratna Viswanathan

Chair of the Board

Ratna is a former civil servant from the 1987 batch of the Indian Audit and Accounts Service. She gave up a highly coveted career in the Civil Services to join the development sector. Prior to joining Reach to Teach, she has held leadership roles at Oxfam India, VSO, MFIN, UNEP and UNDP. She also serves as an Independent Woman Director on Boards of several companies. Deeply passionate about making learning a joyful experience for students by fostering teacher-agency, Ratna believes in learning out of curiosity and competing with oneself to achieve one's own potential. She seeks to work from within the existing education system to create an environment that enthuses key stakeholders in a child's life. Ratna believes learning happens when it is supported by an enabling environment.

Rajat Kathuria

Director

Rajat Kathuria is the Dean of the School of Humanities and Social Sciences and Professor of Economics at Shiv Nadar University. He is the former Director and Chief Executive of ICRIER and worked with the Telecom Regulatory Authority of India in its early years. He co-chaired the T20 Digital Task Force under India's G20 Presidency in 2023. With over 20 years of teaching and 25 years in economic policy, his research spans regulation and competition. Rajat has consulted for the World Bank and worked with organizations like ILO, UNCTAD, LirneAsia, and ADB. He has published widely and contributes to popular media. He is a founding member of the Broadband Society for Universal Access and has served on the boards of the Delhi Management Association and Microfinance Institutions Network.



Vijay Chhibber Director

Vijay Chhibber is a Member of the Supreme Court appointed High Powered Committee to oversee all cases of Illegal and unauthorised construction in the Capital city of Delhi. Previously, he was a career civil servant with the Indian Administrative Service for thirty- seven years holding various positions in the State and Central Governments across key sectors. Currently, he is involved in promoting three start-ups in the e-mobility, coastal shipping, and financial sectors. He is also on the Board of Directors of several entities and has held critical advisory roles with leading corporates and has been an Advisor to the Chief Minister of Tripura.



Arun Kapur

Director

Arun Kapur is an eminent educator with several decades of experience in the private as well as public education spheres. At The Doon School which is one of India's premium private schools, he spent more than ten years working as a teacher and Housemaster. In 1990, he became the founding Headmaster of Vasant Valley School, New Delhi nurturing the school to become India's leading co-educational day school. Since 2011 he has been with the Druk Gyalpo's Institute in Bhutan and is currently the Director of the Institute. The Five Areas of Development curriculum conceptualised by him has been recognised as one of the 100 most inspiring global educational innovations for five consecutive years since 2017 by HundrED, Finland.

Manoranjan Nayak, Executive Director

Manoranjan Nayak comes with over 16 years of experience in the non-profit sector. He holds a Master's degree in Public Policy from ICFAI University and a Master's in Social Work from Utkal University, Bhubaneswar. He has diverse and rich experience in designing and managing large-scale operations, developing programme strategies, designing sustainable community-based interventions, building teams, managing NGOs and grants, and liaising with government stakeholders and donors. Since 2015, Manoranjan has been associated with Reach to Teach and is closely involved in developing programme strategies and expanding the Reach to Teach Foundation's work in Northeast India. Before Reach to Teach, he worked with the Naandi Foundation for over 8 years, managing versatile projects in various capacities.



About Us

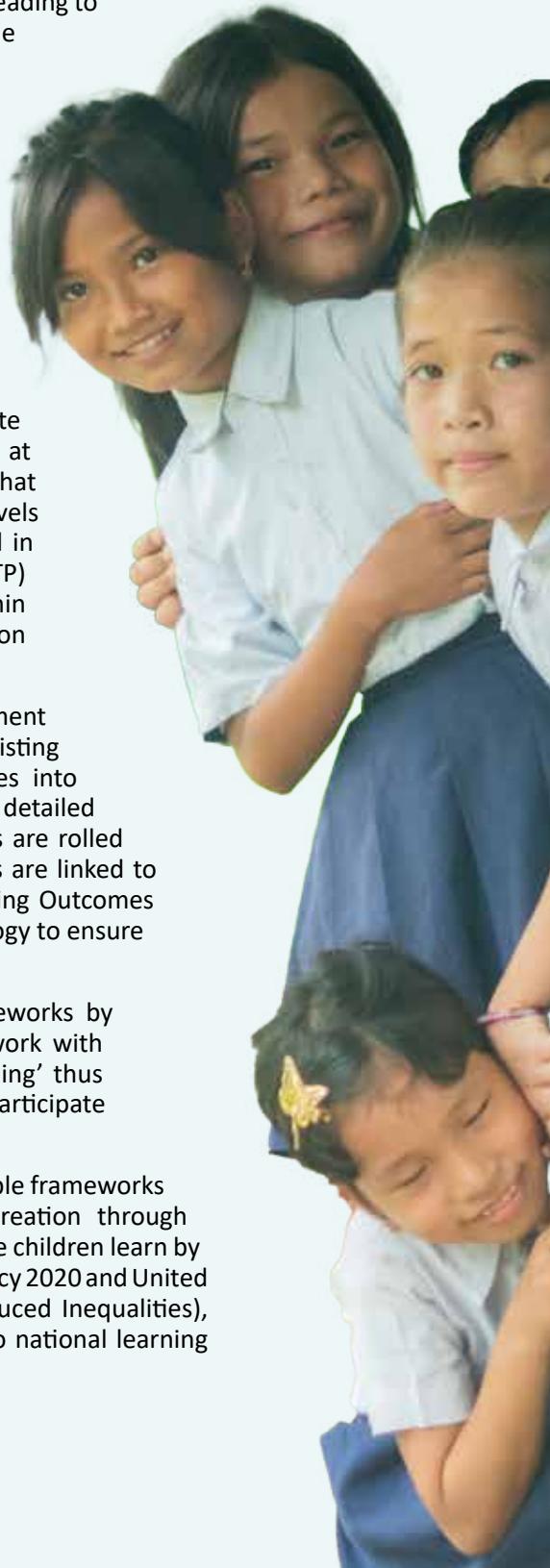
Reach to Teach Foundation started working in 2021, post Covid with the focus of reaching out to the Northeastern States, stemming from the philosophy that outreach is critical in areas that are sparsely served. The Foundation collaborates closely with State Education Departments to create systemic frameworks that can be implemented at scale across all Government Schools within these States leading to an improvement in Learning Outcomes and getting children to reach grade appropriate learning.

Rooted in over a decade of extensive experience from Reach to Teach UK's initiatives in Gujarat since 2007, Reach to Teach Foundation integrates bottom-up field-level insights into the Government schooling system's teaching and learning dynamics. Our design philosophy draws extensively from this prolonged field level experiences and understanding. The field level engagement in Gujarat led to the creation of pockets of excellence and fed into the deep learning of how the system works from the bottom-up. However, as is evident, scaling up and designing for scale have different design approaches. In order to incorporate this learning at a systems level, the Foundation works by embedding itself within State Education Departments via MoUs with the State Government. Working at a systems level allows for creation of collateral, tools and frameworks that are formulated after extensive consultation with the Department at all levels with a specific focus on teachers. This approach has been instrumental in formulating our Comprehensive Learning Transformation Programme (CLTP) for implementing scalable solutions across all Government schools within the State for the widest impact. CLTP covers Classes 1-12 and works on bringing children up to grade appropriate learning levels.

Our aim is to provide end-to-end solutioning in a low resource environment by the imaginative use of locally available resources and leveraging the existing cultural context by integrating activity-based and experiential modules into existing textbooks. We create competency based student worksheets and detailed teacher handbooks to ensure that activities contained within textbooks are rolled out in a uniform manner across all schools in the State. These activities are linked to Learning Outcomes and this standardised approach ensures that Learning Outcomes are achieved. Our resources incorporate a structured approach to pedagogy to ensure children learn with competency and not through rote.

The initiatives focus on designing robust teaching and learning frameworks by engaging diverse stakeholders within the ecosystem of learning. We work with teachers and system officials in a manner that entails 'doing and learning' thus enabling systematic delivery of learning to children as they collectively participate in the learning process.

Reach to Teach Foundation is committed to developing practical, executable frameworks that utilise local resources, with strategies that emphasise value creation through innovative resource utilisation, fostering of curiosity and creating joy while children learn by incorporating an element of 'play'. Aligned with the National Education Policy 2020 and United Nations Sustainable Development Goals 4 (Quality Education), 10 (Reduced Inequalities), and 17 (Partnerships for the Goals), our initiatives contribute directly to national learning missions.



Presently, Reach to Teach Foundation operates in Arunachal Pradesh and Meghalaya. In the coming years we plan to systematically expand into more States in the Northeast. Our mission is to catalyse systemic improvements in learning, empowering teachers and students alike to achieve their potential. Through strategic partnerships and innovative methodologies, we aim to create sustainable learning reforms across the areas we work in.

Vision, Mission and Values

Reach to Teach Foundation was established in 2018 as a Section 8 company under the Companies Act 2013. The Foundation started working actively in 2021, post Covid with the focus of reaching out to the Northeastern States, stemming from the philosophy that outreach is critical in areas that are sparsely served.



Vision

Every child will have access to quality education to enable them to become confident social citizens with improved life chances.



Mission

We strive to improve education outcomes by making learning joyful, working with Governments, partners, parents, and communities, with foundational learning skills at the core.



We believe

- ▶ Every child has the right to quality education
- ▶ Children learn best when they are safe, happy and engaged
- ▶ Enhancing teacher agency is critical to strengthen learning outcomes
- ▶ Engaging with stakeholders, such as Governments, school leaders, teachers, and the larger community plays a pivotal role in children learning.



Our work is aligned with

- ▶ The National Education Policy 2020
- ▶ UN Sustainable Development Goals



Journey so far

2018



EARLY DAYS

2022



STRATEGIC PARTNERSHIP
WITH GOVERNMENT

Reach to Teach Foundation was established as a Section 8 Company under the Companies Act 2013. Drawing from over 15 years of field experience, particularly in Gujarat since 2007, the Foundation's early work was informed by this experience. Recognising the need for scalable solutions to achieve broader impact, the Foundation has focused on a design element that addresses learning from the lens of systems change, scale and sustainability. It is an agile design that is modular and the different components can be either implemented in a stand-alone manner or rolled out comprehensively. The strength of our design lies in consulting extensively with end users, situating interventions within local cultural contexts and innovatively using locally available resources to leverage the natural curiosity that children have.

In 2022, we formed a strategic partnership with the Government of Arunachal Pradesh through a tripartite agreement with NITI Aayog. This collaboration aimed to roll out a Comprehensive Learning Transformation Programme (CLTP) in Arunachal Pradesh. We established a Programme Management Unit (PMU) in Itanagar to work closely with the State Education Department, co-creating academic and learning resources to enhance educational outcomes.



2023



EXPANSION INTO MEGHALAYA

In 2023, we signed an MoU with the Government of Meghalaya to implement a similar Comprehensive Learning Transformation Programme. This programme focuses on children from Classes 1 to 12, with the aim of bringing them up to grade appropriate learning. To roll out our work in Meghalaya we set up a State Project Management Unit in the State to engage and work collaboratively with the State Education Department.

2024



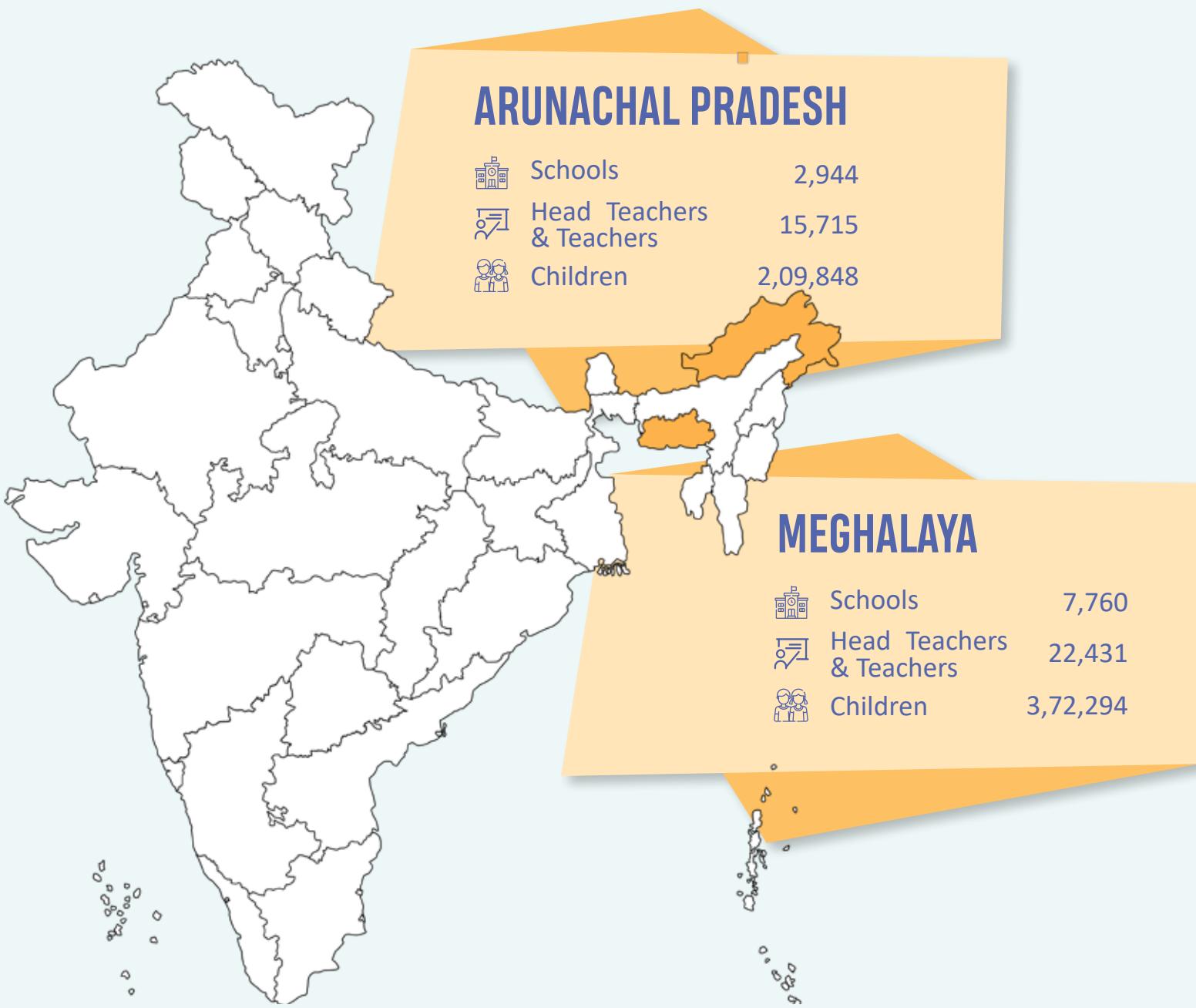
CONTINUED GROWTH

The work we started in 2022 continues to grow and over the next three years our aim is to expand across more States in the Northeastern part of India. We continue to work in close collaboration with State Education Departments through a strong systemic approach that focuses on strengthening Learning Outcomes. Our work is dynamic and constantly realigns with any new nuances that come up during the course of implementation. We have a programme embedded Monitoring, Evaluation and Learning framework that allows for feedback loops helping us in calibrating and strengthening design as we evolve.



Outreach

| | | |
|---|-------------------------------------|-----------------|
|  | Schools | 10,704 |
|  | Head Teachers & Teachers | 38,146 |
|  | Children | 5,82,142 |



Value Proposition



Embedded within State Education Departments to support priorities.



Comprehensive education supply chain approach.



Enhanced learning through targeted interventions for Classes 1-12.



Emphasis on play in teacher-student interactions.



Experiential and activity-based modules for effective learning.



Partner of choice for State Government Education Departments.



Alignment with local culture and resources and using local examples.



Service Offerings

Comprehensive Learning Transformation Programme

Our approach views learning as a supply chain, providing end-to-end solutions to strengthen every aspect for positive outcomes. Our on-the-ground insights have shaped the Comprehensive Learning Transformation Programme (CLTP), targeting Classes 1-12 to achieve grade appropriate learning.

CLTP aims to enhance teaching and learning outcomes in all Government schools in the State by developing a learning outcome – based curriculum, strengthening structured pedagogy, and building the capacity of system actors and institutions across the school education ecosystem.

Recognising that learning loss impacts opportunities for personal and professional success, CLTP introduces play as a core element to engage both teachers and students, fostering a collaborative and supporting learning environment. We work closely in partnership with the State Education Government Departments to develop comprehensive systematic solutions.

Under the overarching framework of systemic change, scale, and sustainability, our comprehensive approach is built on the following pillars:

Academic Strengthening

We engage with existing systems to strengthen processes and frameworks by co-creating designs and solutions with users of the solutions. This collaborative approach ensures ownership and drives meaningful change. Our agile, adaptable service offerings are easily contextualised and are ready to meet specific State/ user needs.

Capacity Development

We work with Departmental functionaries through a process of ideation and 'doing and learning' collaboratively to embed processes, frameworks, and procedures. By partnering with Education Departments at all levels, we ensure that interventions become self-sustaining. Our approach includes creating multiple levels of supervision using existing resources, ensuring the longevity of initiatives.

Institutional Strengthening

Our programmes are designed for scale, ensuring both wide and deep outreach. Through Memoranda of Understanding with Education Departments, we embed our staff within the system to be able to achieve scale by working within the system and reaching all Government schools. This approach enables State-wide/ project-wide implementation of interventions. We strengthen implementation and outreach through comprehensive training for teachers, system actors and project staff.



Theory of Change



Systemic change, scale and sustainability are at the core of our Theory of Change. It informs our work from design to implementation and monitoring. We focus on comprehensive strengthening of systems and learning outcomes at scale while ensuring sustainability by embedding this change within the user organisation. Our approach is consultative and supported by collaborative design to enable user ownership. We monitor learning at different levels focusing on impact through continuous assessment. The systematic learning from our programmes help in recalibration to strengthen design.



Monitoring, Evaluation and Learning (MEL)

As far as MEL is concerned, the focus is on systemic change, scale and sustainability. With MEL embedded in programmes, we continuously assess the implementation of various interventions both in the short term and long term through defined indicators. Through continuous assessments we can monitor the direction of the programme and course correct as and when required. We also measure outputs and outcomes against pre-determined impact parameters to ensure that programme delivery is going as planned.

- ▶ **Programme Embedded MEL**
- ▶ **Baseline Assessments, Periodic Monitoring and Continuous Assessments**
- ▶ **Concurrent Monitoring and Process Documentation**
- ▶ **Attribution and Impact Evaluations**
- ▶ **Monitoring Visits and Observations**
- ▶ **Data Analysis and Feedback Loops**
- ▶ **Programme Embedded MEL Methodology**



Geographic Presence

ARUNACHAL PRADESH

In 2022, Reach to Teach Foundation signed a tripartite agreement with NITI Aayog and the Government of Arunachal Pradesh to roll out a Comprehensive Learning Transformation Programme (CLTP). The partnership aims at bringing children of Classes 1-12 up to grade appropriate learning levels and improving the State's performance in national education indices.

The strategic partnership collates our interventions, engagement and support under the three broad pillars of Academic Strengthening, Capacity Development and Institutional Strengthening.

Academic Strengthening

1.1 Re-Engaging Children in Classroom Learning after a Gap: Second Cycle of School Readiness Programme

In June 2022, a six-week School Readiness Programme (SRP) focusing on English, Mathematics and Socio-Emotional Learning (SEL) was rolled out across Classes 1-5 to reinitiate children back to the school environment after the two – year long pandemic- induced closures. Owing to the positive response from teachers and children, the Government made SRP a regular feature to be rolled out at the beginning of each academic year. A telephonic survey with teachers of 194 randomly selected schools showed positive impact on teaching and learning in schools, building synergies for both teachers and children, improved attendance and greater participation among children, proving activities foster learning inside and outside school.

1.2 Bridging the Learning Gap: Learning Recovery Programme

Prolonged school closures during the pandemic led to significant educational setbacks for children. Insights from a baseline study across the State, in the form of a State Level Assessment Survey (SLAS) conducted by Reach to Teach Foundation in collaboration with the State Council of Educational Research and Training (SCERT) in December 2022 further confirmed these steep learning losses. To address learning gaps for children across Classes 1- 12, a Learning Recovery Programme (LRP) including 12 Teacher Handbooks and Students' Workbooks was designed in alignment with the NCERT curriculum. Over 2,30,000 students benefited across 2,944 schools in the academic year of 2023-24. A telephone survey with teachers was conducted to assess the programme's efficacy and impact. Initiated in July 2023, the LRP successfully addressed challenges highlighted by SLAS findings and is enabling children to come

1.3 Holistic Development Modules: Bagless Saturday

With an aim to nurture life skills, promote mental and physical well-being, enhance creativity, and foster holistic development in children, age and class appropriate life skill modules were developed. This was to encourage children to explore practical issues and engage in diverse activities and discussions relevant to their lives outside the classroom. 18 bespoke modules emphasising ethical behaviour, honesty, disability sensitisation, sign language basics, self-confidence, menstrual hygiene, cyber safety and use of social media, environmental awareness amongst others were developed and implemented digitally for Classes 1 to 12. This initiative aims to instil valuable life skills while promoting holistic development among children.

1.4 Measuring the Comprehensive Growth of Children: Holistic Progress Card

As part of the NIPUN Bharat Mission (Literacy Mission), Holistic Progress Cards (HPC) for Classes 1 to 3 were developed. This card enables teachers to assess children's holistic development, supported by a teacher guide for effective implementation and interpretation of assessment indicators.

1.5 Setting up of Teacher Helpline and Virtual Forums

To support teachers and system officials across the State because of patchy internet connectivity, a dedicated telephone helpline has been set up by the Foundation. Virtual platforms through WhatsApp groups were also created District-wise, facilitating peer interaction, sharing of best practices, and to serve as a forum for both professional and personal support for teachers and officials.

Capacity Development

2.1 Engaging Stakeholders in the rollout of Academic Initiatives: Training and Orientation of Head Teachers, System Actors and State Key Resource Persons

We partnered with SCERT, Itanagar to conduct a series of orientation and trainings for system officials, school heads and teachers on the academic interventions of the CLTP across all Districts. This included a State-level orientation programme under the Chairpersonship of the Commissioner (Education) focusing on the implementation of SRP, LRP, Exams and Beyond Toolkit and Bagless Saturday modules, among other academic interventions. Separately, a virtual orientation programme trained 825 Head Teachers of all primary schools and respective District Officials.

2.2 Training of State Key Resource Persons

Training of Master Trainers with representation from across 26 Districts was conducted to socialise all CLTP trainings which in turn was rolled out to teachers and local Government officials in their respective Districts through peer-to-peer dissemination. We trained 103 Key Resource Persons (KRPs) and offered continuous support to them through a dedicated telephone helpline. For Districts that required additional support, our team based in Itanagar travelled to the District Headquarters and conducted the training.

Institutional Strengthening

3.1 Establishment and Training of District Task Forces (DTFs)

With support from the State Education Department, we established DTFs in all 26 Districts to facilitate the roll out of Reach to Teach's Board Exam initiatives for the academic year 2023-24. Chaired by the Commissioner of Education in the State, an orientation in November 2023 outlined implementation and monitoring plans. 88 District Officials were trained on their roles and responsibilities for regular monitoring and support at the school level in each District to improve the performance of children in the Board Examinations. The DTFs are also being trained on the key education initiatives planned by the Education Department. They will also share best practices from previous year Board Examination initiatives to ensure preparedness for the new academic year.

3.2 School Monitoring and Support by DTF Members

Post training, DTF members initiated various activities to support Board Exam preparation in their Districts. These included District-level coordination meetings with School Heads and Education Officials to set District-specific targets and action plans. Members conducted school visits to supervise progress and address challenges, each being assigned specific schools. Additionally, they organised Block-level parent meetings to emphasise the importance of Board Exams and the role of parents in their children's preparation.

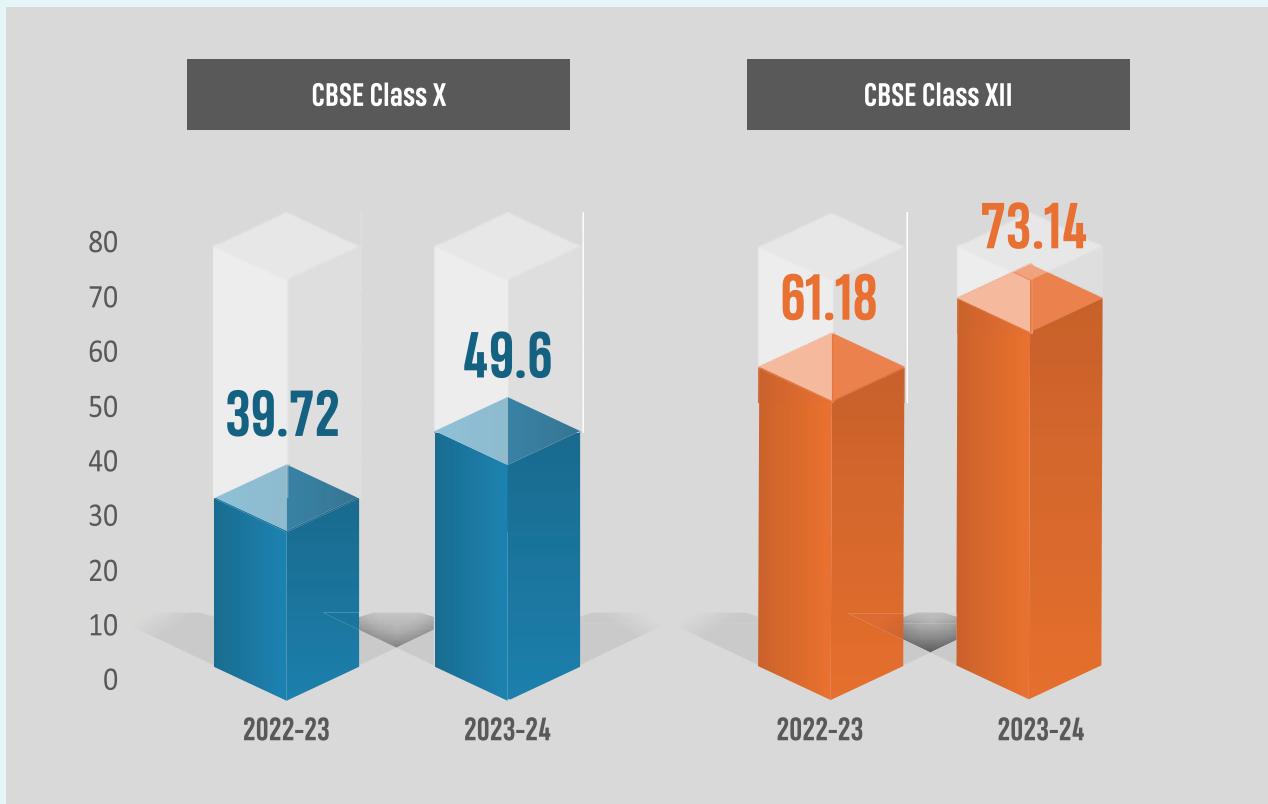
3.3 Support in Annual Planning and Budget (PAB 2024-26)

The Foundation's State Project Management Unit (SPMU) collaborated with State Council of Educational Research and Training (SCERT) and Sarva Shiksha Abhiyan (SSA) to craft concept notes, proposals, and budgets for the State's Annual Budget, ensuring adequate funding for educational initiatives from 2024 till 2026.



Enhancing Board Examination Performance: A Success Story

Making tangible changes in student performance involves engaging all key stakeholders in a child's ecosystem. It is a process that requires behavioural change and can, as a result, take time to come to fruition. However, Reach to Teach Foundation's focused Board Examination initiatives in Arunachal Pradesh led to significant outcomes within one year, with a 10% improvement in Class 10 and 12% in Class 12 CBSE performance.



In the academic year of 2022-2023, the pass percentage in the Board Examinations for Class 10 was 39.71% and Class 12 was at 61.17% - significantly lower than the national average. At a State Cabinet meeting, the Government set a target of achieving a 10% improvement in the academic year of 2023-24.

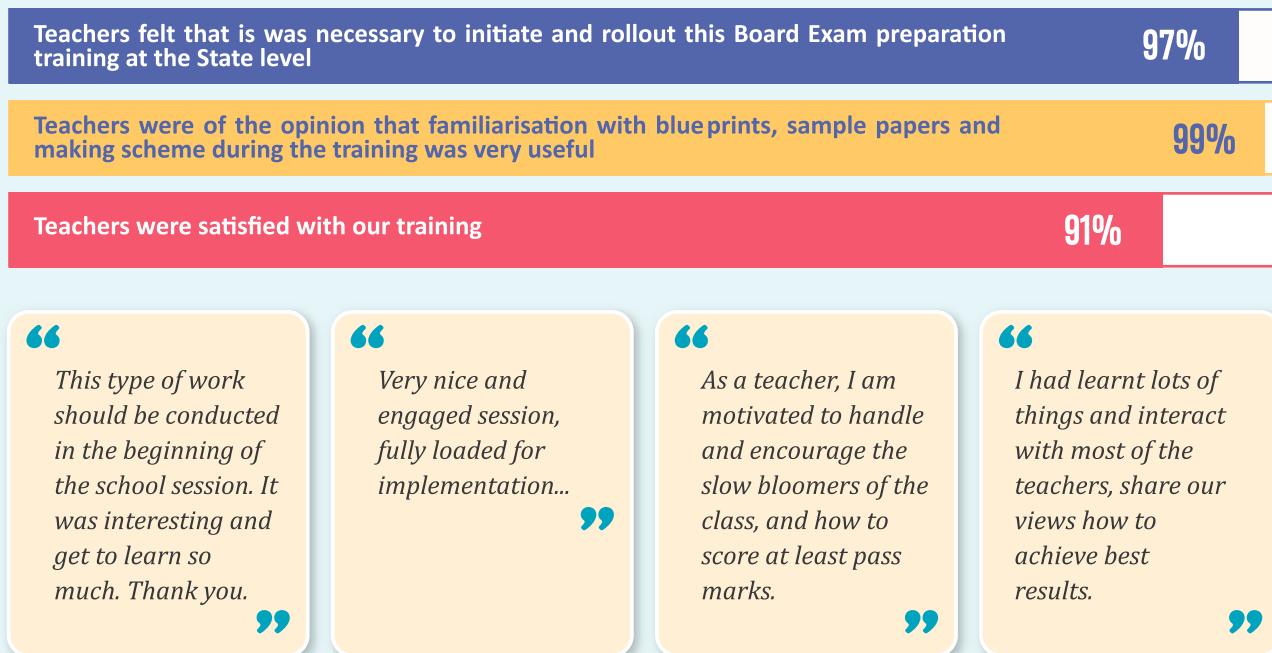
With an aim to enhance student performance and achieve improved outcomes in Board Examinations, we developed an "Exam and Beyond Toolkit" covering English, Maths, Science and Social Science for Classes 9 and 10 and Physics, Chemistry, Maths and Biology for Classes 11 and 12. Additionally, the books for Classes 10 and 12 included Board Exam Blueprints, sample question papers and a question bank. The teacher handbooks and student's worksheets were designed with a focus on learning recovery and reaching grade appropriate learning. The process started with orienting teachers and children through a combination of textbooks and Learning Outcome focused methodologies. The toolkit also included guidance for teachers to provide essential emotional support to children as they navigated the stress and anxiety of preparing for the examinations.

State-Level Training of Subject Teachers

Recognising the need for teachers to be trained in focused strategies to improve student's performance in the exams, we equipped subject-specific teachers with essential tools through comprehensive training and post training support. A month-long series of trainings was conducted for 864 teachers between September – October 2023. Teachers were oriented with exam blueprints, practice papers and classroom strategies to support students academically and emotionally. Special attention was paid to under-performing students and in-depth sessions on planning. The training was launched by the Hon'ble Minister of Education in the presence of the Commissioner (Education) and senior officials from the State Education Department.

Teacher Feedback

Following the roll out and implementation of the Exams and Beyond Toolkit, we engaged with teachers to understand whether they found the process useful. The diagram below illustrates some of the feedback received.



School Monitoring and Support by DTF Members

Post training, DTF members initiated various activities to support Board Exam preparation in their Districts. These included District-level coordination meetings with School Heads and Education Officials to set District-specific targets and action plans. Members conducted school visits to supervise progress and address challenges, each being assigned specific schools.

To ensure no District was left behind, the team based in Itanagar visited the remote Districts of Lower Siang, Anjaw, Lohit, and Tawang to provide support to DTF members in the planning and implementation of Board Exam preparation and initiatives.

Improved performance in Board Examinations

The intense efforts of developing and implementing the Exams and Beyond Toolkit and constant support through our helpline and departmental mechanisms initiated at a field level led to enhanced performance in the CBSE Board Examination as can be seen from the statistics below.

The Commissioner (Education), Government of Arunachal Pradesh stated,

“
This marks a proud moment for Arunachal Pradesh. The State Cabinet set a goal, and the students, teachers and education officials rose to the occasion to meet the same. I would like to commend the students for putting in the hard work, the teachers for guiding the students, and the District Task Forces who worked tirelessly to ensure the schools performed well. I would also like to acknowledge the Reach to Teach Foundation for their support to the Education Department through the development of the Exams and Beyond Toolkit and the training of teachers, as well as the District Task Forces. Their consistent collaboration with SCERT has been instrumental in the effective implementation of Board Exam initiatives across the State.
”



Bagless Saturday: Igniting Curiosity and Reviving Classrooms

At Government Secondary School, Dipa, Lower Siang, in a remote village of Arunachal Pradesh, primary teacher Jitu Ngomle noticed something interesting. While the School Readiness Programme and Learning Recovery Programme were helping children get back on track after long breaks, bringing back their enthusiasm for learning. But what really stood out was the excitement for Saturdays, it kept growing each week! On Saturdays, everything changed. Students who were irregular now rushed to school, eager for the fun-filled activities waiting for them

To enhance the impact of Bagless Saturdays, a Government initiative under the National Education Policy 2020, Reach to Teach has developed engaging learning modules that integrate interactive activities, storytelling, and vocational skills. These modules incorporate local culture and real-world applications, making lessons more meaningful and relatable.

“I have seen a positive change through these activities,” says Jitu. Students are now more socially active, building friendships, and working together as a team. “This year’s vocational modules were different, capturing students’ attention and making them more focused and eager to learn... Children who were not interested in studying, are now keen to learn because of this (activity-based learning) approach,” he added.

The impact is clear, classrooms that once felt empty are now buzzing with energy, not just on Saturdays but throughout the week. This one day of vocational learning and a different teaching-learning style keeps children energised and preps them for the coming week. This approach has motivated young minds, turning learning into an exciting journey. Friendships have deepened, confidence has soared, and students are more engaged than ever.

“The smiles on their faces give us immense satisfaction,” Jitu shares, watching his students enjoy their childhood while truly learning.



MEGHALAYA

In September 2023, an MoU was signed with the Government of Meghalaya with the objective to bring children of Classes 1–12 up to grade appropriate learning. The idea was to achieve this through a baseline survey to assess learning gaps. We aimed to use experiential and activity based modules and assessment frameworks linked to specific Learning Outcomes (LOs) to bridge the gap. These LOs are aligned with NCERT standards. The programme's emphasis is on fostering greater teacher agency and strengthening teacher capacity to implement LOs. Our approach is based on the three broad pillars of Academic Strengthening, Capacity Development and Institutional Strengthening.

Academic Strengthening

1.1 Development of Learning Outcome-Based Syllabus

Starting with the 2024 academic year, the Government of Meghalaya which has a State Board adopted NCERT textbooks for English (Classes 1-10), Mathematics (Classes 1-10) and Sciences (Classes 6-10). To support this, we organised a workshop in Shillong with Directorate of Educational Research and Training (DERT), District Institute of Education and Training (DIET) faculties, and high school teachers to map Learning Outcomes (LOs) linked to NCERT textbook chapters and develop a syllabus for English and Maths (Classes 1 to 10) and Science (Classes 6 to 10). This effort produced subject-specific syllabi aligned with the NCERT and helped teachers in planning the forthcoming academic year and assessments.

1.2 Assessment Blueprint to Complement the LO-Based Syllabus

Following the LO-based Syllabus, we developed a LO-Based Assessment Blueprint for English (Classes 1-10), Mathematics (Classes 1-10) and Science (Classes 6-10). The blueprint integrates summative and formative assessments to align closely with the educational objectives outlined in the syllabus.

1.3 Teacher Handbooks for Classes 1-5

Teacher Handbooks for Classes 1-5 in English and Mathematics were written, supporting NIPUN Bharat Mission goals and the National Curriculum Framework of Foundational Learning. These handbooks include activities tailored to Meghalaya's NCERT-aligned textbooks and their corresponding Learning Outcomes, as well as the competencies outlined in NIPUN Bharat and the National Curriculum Framework-Foundational, to enhance teaching effectiveness.

1.4 Holistic Progress Cards for Classes 1-3

As part of the NIPUN Bharat Mission, Holistic Progress Cards (HPCs) for Classes 1 to 3 were designed to drive continuous competency-based assessments for children. The HPCs define key assessment indicators, which are crucial benchmarks to measure the comprehensive growth of children. To support teachers in using HPCs, a teacher guide has been written to support them with the HPCs and offers insights and instructions for effective student assessment.

1.5 State-Level Assessment Survey (Pilot) 2024

In March 2024, a State Level Assessment Survey (SLAS) was conducted with 5,378 children across three Classes in 4 Districts as a sample to analyse the gaps in learning levels of children. This was incumbent to designing the collateral for bringing children up to grade appropriate learning and strengthen teaching quality. Reach to Teach designed the assessment tools, selected schools for sampling, conducted training sessions for Field Investigators and Supervisors and facilitated the rollout of SLAS. Based on the results of the survey, textbooks and collaterals will be developed for children in Classes 3, 5 and 8.



Capacity Development

2.1 Workshop on mapping LOs with NCERT Textbooks and Syllabus Development

Starting this academic year, the Government of Meghalaya which has a State Board adopted the NCERT textbooks for English, Mathematics and Sciences. We supported the process through workshops, trainings and engagement with functionaries at all levels and teachers, and worked to develop a booklet that has a syllabus for English, Maths and Science.

2.2 Workshop on Assessment Blueprint Development for Classes 1-10

Following the Syllabus Development workshop, we collaborated with the State Departments to develop Assessment Blueprint, LO mapped syllabus chapters and tried to bring about alignment with the educational goals outlined in the syllabus incorporating both summative and formative assessments.

2.3 Training of State and District Resource Groups

To ensure peer-to-peer dissemination State and District Resource Group were created in all 12 Districts of Meghalaya and trained in the use of all collaterals. These groups will be instrumental in driving all CLTP-related roll out in collaboration with DERT.



Strategic Partnerships

Government Partners



NITI Aayog



Strategic Partners



**•m MURTY
TRUST**

Media Outreach & Communications

In the last two years, Reach to Teach Foundation has been making significant contributions in teaching and learning across Government schools. Our in-house Communications team ensures that the valuable insights we gather are shared with all stakeholders. We need to communicate our work widely because we believe we are creating a meaningful value.

Media Outreach

Reach to Teach Foundation Chairperson, Ratna Viswanathan engaged with the media on several fronts through the year. Here are some key coverages across online and print media:

❖ FINANCIAL EXPRESS

How has North East performed in school education in the last 5 years, and why does it require different evaluation parameters?

29 August 2023

THE TIMES OF INDIA

Addressing Learning Loss: Reach to Teach advocates Education Reform

07 March 2024

❖ FINANCIAL EXPRESS

Budget 2024 expectations: Education sector awaits focus amidst NEP 2020 vision and funding challenges

01 February 2024



How government schools can leverage the most out of NEP 2020

05 September 2023

THE WEEK

Why empowering educators for 21st-century learning is crucial

06 March 2024

THE TIMES OF INDIA

Entry to class 1 only at 6 for better learning outcomes and cognitive growth of child

07 March 2024

Press Release



Murty Trust Pledges Support To 'Reach To Teach Foundation'

02 June 2023



Infosys Foundation pledges Rs 1 Cr grant to support Reach to Teach Foundation

12 March 2024

Arunachal Age

Reach to Teach Foundation in collaboration with SCERT Arunachal Pradesh launched a month-long Board Examination training programme for Subject Teachers of Classes X and XII

9 November 2023

Reach to Teach Foundationon a mission to strengthen the education ecosystem of Government schools in Arunachal Pradesh

Reach to Teach Foundation is a social impact organisation that partners with State Governments to strengthen teaching and learning outcomes at scale through innovative interventions steeped in local and cultural contexts.

According to the NAS 2021 and PGI report 21-22, Arunachal Pradesh lagged behind the national average in terms of learning outcomes, indicating a need for urgent intervention and improvement in the quality of education. The

border State with hilly terrain also faces infrastructure bottlenecks, adding to the challenge.

In 2022, the Government of Arunachal Pradesh signed a tripartite MoU with NITI Aayog and Reach to Teach Foundation for a three-year (2022-25) Comprehensive School Transformation Programme covering children from classes 1 to 12 in all Government schools across 26 districts. The multi-faceted three-year programme also focuses on the continuous

professional development of teachers and system officials in Arunachal Pradesh.

The initiatives rolled out include the School Readiness Programme (SRP) for children from Classes 1 to 5 to re-engage and help them get back to the routine of attending school after a break; the Learning Recovery Programme (LRP) for children Classes 1 to 12s aimed at addressing the learning gap and helping children achieve grade-appropriate learning, and several oth-

ers such as Bagless Saturdays and the Exams and Beyond Toolkit for Board Exams designed by Reach to Teach. Additionally, trainings have been conducted in successfully implementing these programmes. A dedicated Teacher Helpline has been established to provide continuous support to teachers and other officials. Currently, the teachers of Classes 10 and 12 are being trained by Reach to Teach Foundation to enhance Board Examination results.

This Comprehensive School Transformation Programme impacts 3061 Government schools, 16,723 teachers, and two lakhs plus children across the State. This model emphasises teacher agency and learning through experiential and activity-based elements through detailed teacher notes and student workbooks. This collaborative effort is aimed towards strengthening the state's education ecosystem, offering improved life chance to students.

ThePrint

Reach to Teach Foundation and Department of Education, Government of Arunachal Pradesh partner to strengthen learning outcomes leading to better performance in Board Examinations

18 May 2024

Podcast

Konversations Cafe Podcast

Konversations Cafe Podcast Season 2, hosted by InsideIIM.com, AltUni.in invited Ratna Viswanathan. The podcast delves into the inspiring tales of individuals who have achieved remarkable success in their professional lives. **Ex Civil Servant on Reality of UPSC, Declining Govt Jobs in India & Why MBA**

The Good Sight

The Good Sight 3.0, a social sector podcast platform. Ratna Viswanathan was a guest on [The Good Sight Podcast 3.0](#), which was ranked among the top non-profit podcasts on Apple in India.

Events & Awards

Indian School of Business Insights Forum 2023

In October 2023, Ratna Viswanathan, CEO Reach to Teach, participated in a corporate governance panel discussion titled Can Companies be Forced to be Socially Responsible? Ways to Generate Real Effects on Environmental and Social Outcomes at the first edition of the Indian School of Business Insights Forum 2023. The panel discussion was chaired by Professor Hariom Manchiraju from the Indian School of Business and featured an eminent panel including Deepak Arora- President of Public Affairs at Nayara Energy, and Nixon Joseph - CEO of Children's LoveCastles Trust.



ISB
INSIGHTS
FORUM 2023

“

To meet the mandate for CSR spending, corporates form their own charity 'foundations', as they have an inherent distrust of NGOs. The smaller NGOs, which work on the ground, are thus not being funded in particular. For companies, the easier option is to run own foundation or give funds only to the big, well-known organisations.

Ratna Viswanathan
CEO, Reach to Teach



Leaders for a Better World: Rethinking Social Sector Strategies

Arthan, a social enterprise, organised a leadership summit titled 'Leaders for a Better World: Rethinking Social Sector Strategies' in September 2023. Ratna was invited as a panellist for an insightful session titled Strengthening Human Capital: Charting a Succession Roadmap for the Future of Social Impact Organisations. Ratna spoke on the need for skilled and experienced human capital as they play a critical role in strengthening institutions and providing access to essential services for the most vulnerable populations. [Watch a short snippet here.](#)



Financial Express: India Education Summit 2024

In March 2024, Ratna Viswanathan participated in a panel discussion on **The Future of Education in India - Bridging the Urban and Rural Divide at the India Education Summit 2024**, organised by The Financial Express. Ratna highlighted the need to move away from the urban-rural divide issue and focus on access in remote locations. She also discussed the necessity of teacher agency in the school system. Ratna shared the platform with panellists including Amitabh Shah - Founder Yuva Unstoppable, Maheshwar Peri - Founder and Chairman, Careers 360, Jayant Rastogi - Global CEO and Board Member, Magic Bus India Foundation, and Damayanti Bhattacharya- CEO, Maker Bhavan Foundation.

Global CSR & ESG Awards 2024

Ratna Viswanathan was invited as a panellist for the Global CSR & ESG Awards 2024, alongside industry experts and thought leaders, for an insightful discussion on The current scenario of CSR globally and ways to make it more effective over time. Ratna spoke about the need for critical, innovative thinking and a worldview that engages both the necessity and the financial instruments to support global CSR through diverse approaches. Ratna was part of a panel that included Amit Tandon - Partner at Deloitte India, Ravi B. - Director of External Affairs and Partnerships South of Asia at RECKITT BENCKINSER, Ria V. - Associate VP, Corporate Communications & CSR at VFS Global, all of whom shared their meaningful insights on the current scenario of CSR globally and ways to make it more effective with time.



People Practices'

CULTURE AND VALUES

As an organisation, we are committed to establishing a strong culture built on shared values. They are embedded in our work ethos and shape how we engage with each other and the communities we serve. We fully embrace them as core to who we are and how we operate:



Mutual Respect



Integrity



Transparency



Excellence



Collaboration



Trust

TALENT MANAGEMENT

This year, we expanded our operations into Meghalaya, adding another Northeastern State to our focus States. With this expansion, the organisation's presence in the region has grown stronger, reinforcing our commitment to supporting State Education Departments in their endeavour to strengthen Learning Outcomes for school going children in these States.

Supporting this growth is a deliberate focus on building a team that not only brings the right mix of skills and experience, but is also deeply aligned with our core values. We are intentional about hiring talent that shares our vision, values and commitment to create impact collaboratively. As we scale, we regularly review our organisational structure to ensure that it is agile, contextual and ready to take on new learnings.

We invest in professional development through real-time, on-the-job learning. By assigning stretch roles and challenging responsibilities, we create opportunities for staff to grow in confidence and capability. This hands-on approach is complemented by mentorship from experienced colleagues and active engagement in external platforms, where team members interact with peers in the sector, exchange ideas, and sharpen their perspective. These experiences not only strengthen individual skills but also prepare our team for leadership roles in the future. One key feature is a clear career progression pathway that allows for staff to keep growing.

EMPLOYEE COMMUNICATION

At Reach to Teach Foundation, open and consistent communication is central to how we stay connected as a team. Given that many of our staff operate in regions with challenging terrain, we place strong emphasis on maintaining regular interaction that foster connection and continuous collaboration. As we operate on a hub and spoke model, to ensure that there is constant interaction between employees across offices, we have workshops, seminars and learning meetings. This ensures that as a team we are all on the same page and this allows us to grow in a sustained manner.

COMPLIANCES

We remain fully compliant with statutory requirements and adhere to all internal policies. Periodic meetings and process reviews are conducted in accordance with mandated procedures to ensure a safe, respectful, and harassment-free workplace for all employees.

Financial Statements

Statement of Income and Expenditure for the year ended 31st March 2024

| Particulars | (Amount in Rs '000s) | |
|--|---------------------------------------|--|
| | 'For the Year Ended March 31, 2024 | 'For the Year Ended 'March 31, 2023 |
| Income | | |
| Donations | 24,201 | 5,000 |
| Other Income | 9 | - |
| Total Income | 24,210 | 5,000 |
| Expenses | | |
| Employee benefit expenses | 10,870 | 3,382 |
| Other Expenses | 6,331 | 1,489 |
| Total expenses | 17,201 | 4,871 |
| Surplus of income over expenses | 7,009 | 129 |

Balance Sheet as at 31st March 2024

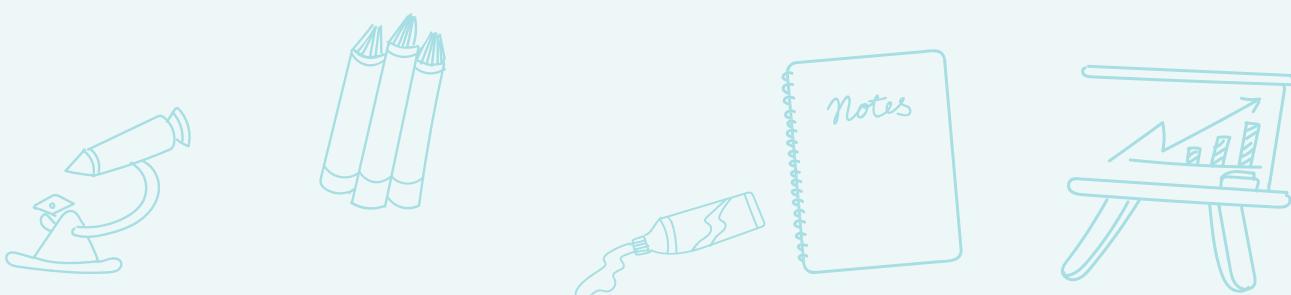
| Particulars | (Amount in Rs '000s) | |
|-------------------------------------|--------------------------|--------------------------|
| | 'As at March 31, 2024 | 'As at March 31, 2023 |
| I. OWN FUNDS AND LIABILITIES | | |
| Own funds | | |
| - Reserves and surplus | 11,866 | 4,857 |
| | 11,866 | 4,857 |
| - Deferred Grant Income | 487 | - |
| NON CURRENT LIABILITIES | | |
| - Other Long Term Liabilities | 41 | - |
| - Long Term Provisions | 208 | 143 |
| | 249 | 143 |
| CURRENT LIABILITIES | | |
| - Trade Payables | 1,761 | 418 |
| - Other Current Liabilities | 858 | 138 |
| - Short term Provisions | 343 | 113 |
| | 2,962 | 669 |
| Total | 15,555 | 5,669 |

Balance Sheet as at 31st March 2024

| Particulars | (Amount in Rs '000s) | |
|-------------------------------|--------------------------|--------------------------|
| | 'As at March 31, 2024 | 'As at March 31, 2023 |
| II. ASSETS | | |
| NON-CURRENT ASSETS | | |
| Property Plant and Equipments | 421 | 421 |
| | | |
| CURRENT ASSETS | | |
| - Cash & Cash Equivalents | 14,800 | 99 |
| - Short Term Loans & Advances | 334 | 5,669 |
| Total | 15,134 | 5,669 |
| | | |
| | 15,555 | |

The main objectives of the Foundation are to promote, provide support and develop education and carry out related activities. In order to carry out its charitable objectives, the Foundation signed its first project (Comprehensive Learning Transformation Programme-CLTP) in the form of a tripartite agreement with NITI Aayog and the Government of Arunachal Pradesh in July 2022 for a duration of three years to bring about comprehensive school education transformation in Arunachal Pradesh. This programme focuses on strengthening education through addressing teaching and learning outcomes in all Government schools across the State of Arunachal Pradesh. CLTP Arunachal Pradesh has completed two years, benefiting 2.09 lakh students and 15,715 teachers.

In September 2023, the Foundation signed a MoU with the Government of Meghalaya to rollout a similar Comprehensive Learning Transformation Programme (M-CLTP) across all Government schools of the State. The objective of the Meghalaya CLTP (M-CLTP) is to bring children of Classes 1 to 12 up to grade-appropriate learning levels through experiential and activity-based modules linked to specific learning outcomes and rooted in the local cultural context. The Meghalaya Progarmme completed its first year in September 2024. This programme focuses on strengthening education through addressing teaching and learning outcomes in all Government schools across the State of Meghalaya, benefiting 3.72 lakh students and 22,000 teachers.



Acronyms

| | |
|--------|---|
| CBSE | Central Board of Secondary Education |
| CLTP | Comprehensive Learning Transformation Programme |
| CSR | Corporate Social Responsibility |
| DERT | Directorate of Educational Research and Training |
| DIET | District Institutes of Educational Training |
| DTF | District Task Forces |
| ESG | Environmental, social and governance |
| FGD | Focus Group Discussions |
| FLN | Foundational Literacy and Numeracy |
| HPC | Holistic Progress Cards |
| K12 | Kindergarten to Class 12 |
| KRP | Key Resource Persons |
| LEP | Learning Enhancement Programme |
| LOs | Learning Outcomes |
| LRP | Learning Recovery Programme |
| MEL | Monitoring Evaluation and Learning |
| MoU | Memorandum of Understanding |
| NAS | National Achievement Survey |
| NCERT | National Council of Educational Research and Training |
| NEP | National Educational Policy |
| NIPUN | National Initiative for Proficiency in Understanding and Numeracy |
| PMU | Programme Management Unit |
| SCERT | State Council of Educational Research and Training |
| SEL | Socio-Emotional Learning |
| SLAS | State Level Assessment Survey |
| SPMU | State Project Management Unit |
| SRP | School Readiness Programme |
| SSA | Sarva Shiksha Abhiyan |
| UDISE | Unified District Information System for Education |
| UN SDG | United Nations Sustainable Development Goal |



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